

Year 2 - Teacher Assessment Framework for Writing

Working towards the expected standard	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> • write sentences that are sequences to form a short narrative (real or fictional)
Transcription	<ul style="list-style-type: none"> • demarcate some sentences with a capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words
Working at the expected standard	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly
Transcription	<ul style="list-style-type: none"> • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correct and consistently • use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
Working at greater depth	
The pupil can, after discussion with the teacher:	
Composition	<ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revision and proof-reading corrections to their own writing
Transcription	<ul style="list-style-type: none"> • use the punctuation taught at key stage 1 mostly correctly • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) • use the diagonal and horizontal stroke needed to join some letters